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ABSTRACT

Designed for the teacher of intermediate level educable mentally retarded children, inservice training materials on family and home are outlined. Units (citing objectives, activities, material, and experience charts) deal with such topics as parental occupations, responsibilities at home, sex education, home furnishings, health habits, clothing, safety, transportation, leisure time activities, and the community. General objectives of the program, core areas of concentration, resource materials, and a vocabulary list are also included in the manual. (CD)

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Special Education Curriculum Development Center —an in-service training approach

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

Session II

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Experience Unit

Family and Home

Intermediate Level

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OFFICE OF EDUCATION

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FAMILY AND HOME

Intermediate Level

Preliminary Steps

I. Selection of Unit: FAMILY AND HOME

Why are you including this unit in your curriculum?

Slow learners as a group will become home owners, parents, and homemakers regardless of how adequate they are. Many retarded children will come from homes where low standards of homemaking and family living exist. Often these homes will not provide the training necessary for developing effective homemakers. Therefore, equipping the mentally retarded with the skills to function acceptably as a family member, the head of a household, or a parent becomes a major task of the school.

Successful community living has its foundation in successful family living. Consequently, it is essential that the retarded student acquire those skills, attitudes, and habits that will help him to become a contributing, effective member of his family and community.

II. List Sub-Units (related theme)

1. parental occupations
2. our responsibilities at home
3. sex education
4. home furnishings
5. health habits
6. good grooming
7. clothing
8. safety practices in the home
9. telephone
10. leisure time activities
11. holidays
12. transportation
13. the community

III. General Objectives:

1. To develop an understanding of the family group; their roles and responsibilities.

2. To develop an appreciation of good home life

   a. The home as the center of family life

   b. Expression of love within the family.

   c. Cooperation, courtesy and respect among family members

3. To teach sex education.

4. To become familar with different kinds of homes, surroundings and furnishings.

   a. Single dwelling house

   b. Apartment house

   c. Mobile home

5. To develop good safety and health habits.

   a. Proper eating and food preparation habits

   b. Basic cleanliness rules

   c. Adequate rest

   d. Appropriate dress

   e. Prevention and care of illnesses

   f. Safety precautions and simple first aid

6. To develop an understanding of the ways families have fun together.

7. To develop an understanding of the relationship between the home and the community.

   a. Neighbors

   b. Schools

   c. Businesses

   d. Churches

   e. Social Services

   f. City Employees

IV. Core Areas:

A. Arithmetic Concepts

1. Keep records of the time meals are eaten each day
2. Reading the second hand to time how long to keep in a thermometer
3. Read degrees on a thermometer
4. Figure cost of food needed to prepare breakfast at school
5. Find the price of different brands of deodorant, cleaning powder, etc. and compare
6. Figure how many hours of sleep children get
7. Find the cost of various items of clothing
8. Determine the time that prescribed medicines should be taken throughout the day
9. Discuss the cost of various leisure time activities

B. Social Competency

1. Dramatize family situations at mealtime, bedtime, leisure time, doing chores
2. Arrange attractive table settings
3. Assign committees for group projects
4. Field trip

C. Communicative Skills

1. Keep records of foods eaten
2. Make scrapbooks; include a table of contents
3. Learn vocabulary lists
4. Write, read and copy experience charts
5. Label pictures, items, things on bulletin boards
6. Read books and stories pertaining to unit
7. Arrange a House Cleaning Dictionary in alphabetical order
8. Read labels on medicine bottles
9. Conduct "brainstorming" sessions

D. Safety

1. Read labels on cans of household poisons
2. Discuss fire prevention, precautions with medicines and drugs, prevention of falls in the home
3. Practice simple first-aid procedures; use first-aid supplies
4. Use telephone to call the doctor, the fire department

E. Health

1. Study chart of Basic Four food groups
2. Use colored food cut-out
3. Cook breakfast at school
4. Shampoo hair, clean fingernails, brush teeth, wash and iron clothes at school
5. Practice cleaning kitchen, bathroom, livingroom, etc. at school
6. Make bulletin boards about appropriate clothes for different weather conditions

V. Resource Materials:

Experience Charts

Bulletin Boards

Flannel Boards

Story Books

Field Trips

Resource Speakers

Pictures

Old Magazines and Catalogs

Telephone Directories

Art Materials

Free and Inexpensive Materials

First-Aid Supplies

Cleaning Supplies and Equipment

Large Chart Paper

Kitchen Facilities, Dishes, etc.

Pets

Traffic Signs

VI. Vocabulary:

grandmother
grandfather
cousin
aunt
uncle
puppets
chores
baby-sitter
errands
dust
table
dishes
garbage
iron
mow
rake
lawn
sweep
sharing
love
manners
angry
polite
sperm
develop

menstruation
period
sanitary napkins
cramps
apartment
trailer
house
Basic Four
diet
well-balanced
menu
servings
milk
meat
eggs
vegetables
fruit
bread
cereal
schedule
meals
cleanliness
handle
tablecloth
napkins

plates
glasses
silverware
serving dishes
sponge bath
shampoo
fingernail file
germs
laundromat
detergent
scrub
rinse
deodorant
cleaning items
compounds
scour
wax
vacuum cleaner
dust mop
dust pan
Endust
Pledge
throw rugs
weather forecast
boots

scarf	antiseptic	nurse
gloves	bandage	themselves
jacket	sterile	medicine
coat	gauze	policeman
hat	rabies	fireman
prevention	adhesive tape	safety
polio	hobbies	strangers
tetanus	rubbing alcohol	obey
smallpox	sports	friends
measles	fairs	department
diphtheria	youth organizations	study
expose	neighbor	safe
temperature	community	post office
degrees	invited	postman
fever	sidewalk	letter
thermometer	noisy	mail
prescribe	school	deliver
capsule	learning	equipment
poison	church	questions
electric wiring	together	listen
drugs	social worker	answer

OBJECTIVES	ACTIVITIES	MATERIAL	EXPERIENCE CHART
1. To develop an understanding of the individual members of the family and their roles a. Names of relatives other than parents and siblings	Read Orally: How Families Live Together as review of immediate members of a family and their roles. Lead into more complicated relationship by pointing up that everyone at the dinner table is related because of the Grandmother and Grandfather. First, point up that all children of the Grandparents are sisters and brothers with relationships of aunts, uncles, cousins, nieces and nephews. Then read: My Family, to reinforce and clarify discussion. Use art materials to make hand pupets representing family members. Let children choose specific family members they wish to represent, being sure all typical relatives are covered. Directions for making puppets: Stuff toe of stocking with cotton batting; tie tightly with str ng. Use yarn or glue on copper Dolly Duzit for hair; mark features with magic markers. Cut body from material, making it large enough to cover the hand and for fingers to fit into the "arms." Cut felt hands and sew onto material. Display "family member" puppets in classroom. Introduce next phase of lesson with question: "Do all brothers and sisters have the same mother and father?" Discuss relationships of step-brother and sister, step-father and mother. Bring in difference also between foster child and adopted child. Summary: We have family members in our homes and outside our homes. We live with our closest family members, and each one does many things to make our home happy. Next, we shall discuss what some of these things are.	Book: How Families Live Together, by Malcolm Provus, Chicago: Benefic Press, 1963. My Family, by Miriam Schlein, New York: Abelard-Schuman, 1960. Grandfather and I, by Helen Buckley, Lothrop and Lee, 1957. For Bulletin Board: Simplified "Family-tree" type poster with magazine cutouts to represent grandmother and grandfather, mother and father, sisters, brothers, aunts, uncles, cousins. Identify one child, i.e., "This is me." for specific reference. Pink cotton socks, cotton batting, string, yarn, copper Dolly Duzits, magic markers, cotton yard goods pink felt, scissors, needles, and thread.	Mothers, fathers, sisters and brothers are family members who live together. Other people in our family are -- Grandmother, Grandfather, aunt, uncle, and cousin. We are close to them because they are our family. Vocabulary: Grandmother Grandfather Cousin Aunt Uncle puppets

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
b. Varied roles of family members. (1) Parents (2) Children	Review Primary introduction to family duties through free discussion of mother's household and child care duties and father's economic contributions. Suggest that we do not <u>see</u> all the things our parents do. Bring in idea of decisions on behavior standards, study habits, and handling money. Explain what civic duties - community activities include, such as PTA, community government, school board meetings, voluntary organizations. Because parents are busy people, we may do many things to help at home. Ask children what jobs they do at home. List on board. Suggested chores and others to include: baby sitter — dust clear off table — errands dry dishes — feed animals	Pictures of parents at home, on the job, mother at marketing, volunteer work and meetings. Puppets made by class members.	We made puppets. Today our puppets played family. They were all working at home. There are chores all may do to help mother and father. <u>Vocabulary</u>: chores baby sitter errands dust table dishes garbage iron mow rake lawn sweep
2. To develop appreciation of good home life. a. The home as center of family b. Expression of love within family c. Cooperation	Review idea that parents work outside the home at job or civic duties and children go to school, play with friends, go to recreation centers, but the home is where all return and where all family is together. Discuss with children why they want to be at home when they feel ill, lonely, frightened, or upset. Lead to these ideas: We feel good at home because we are with people we love who love us. The things in our home belong to us and we know where to look for things we want or need. To show our appreciation and help make our homes happy, we have talked about helping with work. What other ways may we show our love in the family and the good feelings	Pages 12-50 and pp. 149-157 in <u>You and Others</u>; Leslie W. Irwin and others; Lyons and Carnahan, Chicago, Ill.: 1967. "The Fight-Sauer," pp. 33-39 in <u>Open Roads</u>, U. W. Leavell, M. L. Friebele; American Book Co., New York: 1957.	Home is a good place to be. The people there love us and we love them. To show that we love our home and family we help our parents and brothers and sisters. We share our things. We use good table manners. We do not talk when others are talking. We try to not fuss and get angry with each other.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	we have about home? A. Helping other family members B. Sharing our things C. Being kind and polite D. Carry out garbage E. Iron F. Mow lawn and rake yard G. Set the table H. Take care of own room, toys, and clothes I. Sweep Class divides into groups with puppets made earlier and dramatize family situation to illustrate chores being done around home when all of the family is there. Teacher should encourage good ideas of cooperation and ways of doing chores with examples such as: Brother says: It is a pretty day. I will mow the yard and rake the grass. Dad, where is a basket to put the grass in? Sister: Mother, I'll play games with the baby while I am folding the clean clothes.		Vocabulary: sharing love manners angry polite
3. To teach sex education a. Male sperm joins with female seed or egg to form baby. b. It takes nine mos. for a baby to develop. c. Babies need the security of a good home	Arrange for mating a pet -- rabbit, cat, dog, etc. Explain to pupils that the male plants sperm in the female's body. The sperm joins with the mother's seed. From this seed the babies develop inside the mother's body. Discuss that when people fall in love they get married. Then the man plants sperm in the woman's body. If the sperm joins with the woman's seed, a baby develops. It takes nine months for a baby to develop to the point where it is ready to be born. Babies are very helpless and need a great deal of care. They need both	Pets, e.g., rabbits, dogs, cats	(Picture of a baby) The father puts sperm in the mother's body. It joins with the mother's seed to make a baby. The baby takes nine months to develop in the mother's body. Only married people should have babies. Babies need a good home.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	parents, a good home and a great deal of love. Write experience chart. Read orally. Seatwork: Write the following words on chalkboard. Children are to write sentences using each word: father, mother, baby, develop, months, married, home.	Chart paper Chalkboard	
3. To teach sex education d. Menstruation (1) is a natural process (2) is a preparation for motherhood (3) personal hygiene	Discuss menstruation with both boys and girls. Explain what it is -- a flow of blood which occurs once a month. All girls experience this when they reach a certain age, usually about 12 years old. This is a natural process, a sort of preparation for motherhood: All women must menstruate before they can have babies. Write experience chart. With the girls explain how to take care of themselves when they menstruate. Teaching aids are available from the Kimberly-Clark Corporation. These include booklets for the girls, a motion picture prepared by Walt Disney, charts, teaching suggestions. Booklets and background information for teachers are also available from Tampax, Inc. These materials may be modified and used with retarded girls. It is important, however, to keep in mind that with these students you must be very explicit and straightforward. If too evasive, the students will miss the point. Vocabulary: menstruation, period, sanitary napkins, cramps.	Chart paper "Teaching Unit on Menstruation," available from Kimberly-Clark Corporation; Educational Department; Neenah, Wisconsin. "Educational Material on Menstruation," Tampax, Inc., 161 East 42nd Street, New York, N.Y.	<u>Menstruation</u> All girls menstruate when they're about 12 years old. Menstruation is a flow of blood which happens once a month. Menstruation is a part of growing up for girls.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
4. To become familiar with different kinds of homes, surroundings, and furnishings	Begin lesson with statement that we have talked of the people in our homes and things we do in our homes. Now we will talk about the different kinds of houses we live in. Have children tell what type of house they live in. Include coverage of: single dwelling house apartment house mobile home. Class art activity: Some members may use watercolors to make street, trees, lampposts on mural paper. Others draw and cut out different types of houses, using construction paper. Pin or staple the houses along the mural paper to be placed on wall. (Leave space to be filled in with later coverage.)	Pictures of different types of homes. Roll of brown wrapping paper to cover one strip of classroom wall for mural. Water colors Colored construction paper Pencils Scissors Books: Big City Homes, Catherine Urell, et al., Follett Pub. Co., Chicago Ill.: 1954. Project Boy, by Lois Lensk, J. B. Lippincott Co., Philadelphia, Pa., 1954. Our New Home in the City, by Leo Israel, Holt, Rinehart & Winston, Inc., N.Y., 1963	People live in different kinds of houses. Apartment houses have many families in them. People who move a lot may live in trailers. That way they take their house with them. Vocabulary: apartment trailer house
5. To develop good health habits. a. Proper eating habits (1) well-balanced meals	Introduce lesson by directing attention to bulletin board. Hold a "brain-storming session" - ask pupils to think of as many things as possible that contribute to good health. Discuss one important health rule--eating proper food. Display a chart showing the basic four foods. Explain that food from each of these groups is needed each day for a well-balanced diet. Stress the importance of well-balanced meals: in order for our bodies to grow and develop properly, they must have the right kinds of foods. If we don't eat properly, we won't be as strong	Bulletin board caption: "Do you know some good health rules?" Picture of a boy or girl with a questioning expression on his or her face. Series of large question marks cut from construction paper.	Pictures of food from each basic group. We should eat well-balanced meals every day. We should drink milk and have 2 or more servings of meat or eggs every day. We should have 4 or more servings of vegetables and fruit, and 4 or more servings of bread and cereals.

OBJECTIVES	ACTIVITIES	MATERIAL	EXPERIENCE CHART
	as we should; we'll be more prone to catch colds and other illnesses; we won't feel as ambitious as we might. Using colored cut-outs, have children select a good menu for breakfast, lunch, dinner or supper. Write experience chart. Read orally. Seatwork: Have pupils copy experience chart story. Draw picture to illustrate. Keep to put in a scrapbook. Make covers from construction paper. Write title, Good Health Rules. Vocabulary: Basic Four, diet, well-balanced, menu, servings, milk, meat, eggs, vegetables, fruit, bread, cereal.	The Four Food Groups: A food chart for inter. grades, #GA16, Iowa Dairy Industry Commission, 333 Insurance Exchange Bldg., Des Moines, Iowa. Food Models, #GB12, Iowa Dairy Industry Commission, 333 Insurance Exchange Bldg., Des Moines, Iowa. Chart paper paper and pencils crayons construction paper	
5. Good health habits - continued. a. Proper eating habits (1) well-balanced meals (2) eating at regularly scheduled times	Discuss the importance of eating meals at about the same time each day. Have pupils keep a record of all food they eat for one day; indicate time of each meal, any snacks eaten, etc. When completed, discuss if foods from the Basic Four were included in each meal, if too many snacks were eaten, etc. Put records in scrapbook. Write experience chart. Read orally. Seatwork: Copy experience chart to put in scrapbook. Vocabulary: schedule meals	Daily record form Chart paper Paper and pencils	(Picture of a family eating) We should eat our meals at about the same time each day. Our bodies work best when we keep on a regular schedule. We are going to keep a record of all the food we eat in a day. Then we'll see if our meals are well-balanced.

OBJECTIVES	ACTIVITIES	MATERIAL	EXPERIENCE CHART
5. Good health habits - continued a. Proper eating habits - cont. (3) Learning to eat new foods	Discuss tasting new, unfamiliar foods and learning to like less favorite foods. Using the food cut outs, dramatize a family situation in which mother serves a new vegetable, a different casserole, etc. Encourage students to try new things when eating lunch at school in the Hot Lunch program. Write experience chart. Read orally. Seatwork: 1. Copy experience chart for scrapbook. 2. Look in old magazines to find pictures of food. Select a good menu for each meal; paste onto papers. Label food if possible; put in scrapbook.	Food models, Iowa Dairy Commission Chart paper. Paper and pencils Old magazines Newsprint Paste Scissors	(Picture of a less familiar food) We should taste new kinds of food. Many times we find we like them. Some foods we should try to learn to like. We probably won't like all foods but we should try to eat as many as possible.
5. Good health habits - continued b. Proper food preparation habits. (1) Cleanliness with food	Review lessons about good eating habits by re-reading experience charts. Discuss that care should be taken when fixing these foods to be eaten - vegetables and fruits should be thoroughly washed; meat, bread, cereals, etc., should be kept clean and uncontaminated; you should always wash your hands before handling food; dishes and cooking utensils should be clean. Read pp. 90-97 in Come Rain, Come Shine Write experience chart. Seatwork: Copy experience chart for scrapbook. Find a picture in a magazine to illustrate. Vocabulary: cleanliness, handle	Experience chart about food. Come Rain, Come Shine, by C. L. Brownell, Ruth Evans, L. B. Hobson, American Book Co., New York, 1959. Chart paper Paper and pencils Old magazines	(Picture showing someone fixing food) Cleanliness With Food We should be very careful to keep everything clean when we handle food. Our hands and the dishes and pans should be clean. We should wash fresh fruits and vegetables before we eat them. Meat and other food should be kept clean, too.

OBJECTIVES	ACTIVITIES	MATERIAL	EXPERIENCE CHART
5. Good health habits - continued b. Proper food preparation habits (2) Table settings	Point out that serving food attractively helps us enjoy eating. Show students proper way to set the table. Let them practice with dishes and food cut-outs. Write experience chart. Read orally. Seatwork: (1) Copy experience chart for scrapbook. (2) Make diagrams of correct table settings; use pictures of plates, glasses, etc., from catalogues; paste onto colored paper. Put in scrapbook. Make a chapter page - chapter 1. Rules about food. <u>Vocabulary</u>: Tablecloth, napkins, plates, glasses, silverware, serving dishes.	Tablecloth Napkins Plates Glasses Silverware Serving dishes Food models, Iowa Dairy Commission Chart paper Old catalogues Construction paper Paste and scissors Newsprint	(Picture of a table setting) We practiced setting the table today. If the table looks nice we enjoy eating more.
5. Good health habits - continued c. Basic cleanliness rules (1) Personal cleanliness and grooming (a) Baths (b) Shampoo hair	Review again some of the health rule ideas brought out in the brainstorming session. Begin discussion of keeping oneself clean - why this is an important health rule. Talk about taking baths or showers regularly; tell how to take a sponge bath if a bathtub or shower is not available. Discuss how to shampoo hair - both boys and girls. Have one or two students demonstrate proper procedure for shampooing; also discuss girls putting up hair so it will look attractive. Demonstrate. Write experience chart. Read orally. Seatwork: Make a chapter page - Chapter 2. Rules about keeping clean. Copy experience chart to put in scrapbook. Draw picture. <u>Vocabulary</u>: sponge bath shampoo	Sink or large basin Hair shampoo Chart paper Newsprint Paper and pencils Crayons	(Picture of a person washing his hair.) If we keep clean, we won't have germs. Germs may make us sick. We should take a bath two or three times a week. If we don't have a bathtub we can take a sponge bath. We should shampoo our hair once a week or more often.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
5. Good health habits - continued c keeping hands and fingernails clean	Re-read experience chart about bathing and shampooing hair. On flannelboard display a series of hands. (Outline hand on pieces of paper. Cut out. Make some appear to be very dirty, others with dirty fingernails, some clean, etc.) Ask children if they know which hands know the least health rules. Demonstrate how to wash hands properly; clean fingernails. Have children practice. Read pp. 196-197 in Among Friends. Write experience chart. Read orally. Seatwork: Have children draw a series of pictures showing proper way to wash and clean hands and fingernails. Write appropriate sentence under each picture. Put in scrapbook. Vocabulary: fingernaile file, germs.	Experience chart Flannel board Outline of hands Soap and water Old toothbrushes Fingernail files Chart paper Newsprint Crayons Pencils Among Friends, by C. L. Brownell, Ruth Evans, and L. B. Hobson; American Book Co., New York, 1959.	Picture of clean hands. Keeping Hands and Fingernails Clean It is important to keep our hands clean. If they are dirty they can carry germs. Wash hands with lots of soap and water. An old toothbrush and a fingernail file will help keep fingernails clean.
5. Good health habits - continued d Brushing teeth	Ask a dentist to speak to the class about proper teeth care. Have him demonstrate proper brushing with a large model of teeth and brush. (Try to select a dentist who can present a realistic program of dental care for children who may come from lower economic homes.) Have toothbrushes at school for each student. Brush teeth each day after lunch. Use salt and soda solution as well as toothpaste. Read pp. 98-105 in Come Rain, Come Shine. Read book, How Many Teeth? Write experience chart. Read orally. Seatwork: Copy experience chart for scrapbook.	Resource person: Dentist Toothbrushes for each child. Toothpaste Salt and soda mixture Chart paper Paper and pencils Come Rain, Come Shine, Brownell, et al. How Many Teeth? Paul Showers; Thomas Y. Crowell Co., New York, 1962.	Picture of a Dentist. Dr. _____ talked to us today. He showed us how to brush our teeth. He told us if we have our teeth checked regularly, we can keep them in good shape. If we run out of toothpaste, we can use salt and soda mixed together.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
5. Good health habits - continued e Wearing clean clothes	Review cleanliness rules and read experience charts. Discuss next rule - wearing clean clothes. Stress changing under clothes every day; dresses, jeans, shirts when they get dirty. Emphasize health aspect of clean clothes. Discuss how families wash clothes - washing machine at home or go to a laundromat. Emphasize that this is a big job for Mother-children should help as much as they can. Demonstrate how to launder garments by hand, how to hang them up so they'll dry quickly. Have each child practice. Show how to iron simple pieces. Write experience chart. Read orally. Seatwork: Copy experience chart for scrapbook. Vocabulary: laundromat, detergent, scrub, rinse.	Experience charts Sink or basin Detergent Articles of clothing Iron and ironing board Chart paper	(Picture of a person washing clothes) Wearing clean clothes helps us stay healthy. We should change underclothes every day and our other clothes when they get dirty. Sometimes we can help by washing underclothes out by hand. We have to scrub hard and then rinse them well.
5. Good health habits - continued f Using deodorants	Explain to students that in order to guard against body odors they need to use a deodorant as well as wear clean clothes and bathe regularly. Display different kinds and show how to use. Discuss cost - stress not wasting doedorant when using it. Write experience chart. Seatwork: (1) Copy experience chart for scrapbook; (2) List the cost of different brands of deodorant. Compare prices, figure out differences in cost. Vocabulary: deodorant	Different kinds of deodorants --- creams spray-on roll-on, etc. Chart paper	(Picture of bottle of deodorant) Deodorants help keep us from smelling bad. Wearing clean clothes and taking baths help, too. There are different kinds of deodorants. You can buy them in the grocery store or drug store.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
5. Good health habits - continued c. Basic cleanliness rules (1) Personal cleanliness and grooming	Refer to bulletin board about health rules. Students formulate rules about keeping themselves clean; write on strips of paper and put up on board. Review experience charts.	Bulletin board Sentence strips Experience charts	Rules for Bulletin Board: 1. Take a bath, shower, or sponge bath. 2. Shampoo hair once a week or more. 3. Keep hands and fingernails clean. 4. Brush teech every day. 5. Wear clean clothes. 6. Use a deodorant.
5. Good health habits - continued c. Basic cleanliness rules (2) Keeping house clean (a) Cleaning the kitchen	Stress that one of the most important health rules in keeping clean; that we need to keep our house clean as well as ourselves. As children are getting older they can help do the work involved in cleaning their house. Emphasize that boys as well as girls should know how to clean and should help at home. Discuss proper way to clean the kitchen. Go to home ec. room or hot lunch.kitchen and demonstrate cleaning the sink, counters, tables, refrigerator, stove, cupboards, floor. Stress importance of keeping kitchen, where food is prepared, very clean. Let children clean kitchen thoroughly. Write experience chart. Review cleaning procedures carefully. Seatwork: Duplicate experience chart to put into scrapbook. Look in old magazines for pictures of cleaning supplies and compounds that would be used in the kitchen. Cut out, paste onto paper, and write a sentence telling how it would be used. Vocabulary: cleaning items, cleaning compounds, scrub, sweep, scour, wax.	Home ec. room or hot lunch kitchen. Cleaning supplies --- cleaning compounds, rags, mop, broom, pail, etc. Chart paper Ditto master copy to duplicate chart story. Old magazines Newsprint Paste, scissors, pencils	(Picture of a kitchen) How To Clean the Kitchen Put something like spic-n-span in a pail of hot water. With a rag wash off the table, the cupboards, the counters, stove, and refrigerator. Use some Babo and a rubber scrubber to clean the sink. Sweep the floor with a broom. Then mop the floor with hot water and spic-n-span. Every few weeks the floor should be waxed. Put wax on a clean floor with a rag. The kitchen should be kept clean because this is where we eat.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
5. Good health habits - continued (2) Keeping house clean - cont. (b) Cleaning the bathroom	Discuss proper way to clean the bathroom. Stress importance of keeping it clean so germs won't be there. Go to bathroom in school and demonstrate how to clean; let students practice. Write experience chart. Read orally. Seatwork: Duplicate experience chart to put in scrapbook. Have pupils make a list of all the things they used to clean the bathroom. Make chapter page, Chapter 3 - Cleaning the House	Bathroom in school. Babo, Sani-flush, spic-n-span. Mop, sponge, bowl brush, etc. Chart paper. Ditto master copy to duplicate chart story. Paper and pencil	(Picture of a bath room) <u>How to Clean the Bathroom</u> Use some Babo and a sponge or rubber scrubber to clean the sink and bathbut. Wipe the outside of the toilet with spic-n-span in hot water. Put Sani-flush in the toilet bowl and use a bowl brush. Scrub the floor with spic-n-span and hot water. Be sure to clean the bathroom well to kill germs
5. Good health habits - continued (2) Keeping house clean, cont. (c) cleaning livingroom, dining room, bedroom	Discuss procedures for cleaning livingroom, diningroom, bedroom. Demonstrate and practice in the home ec. room or the classroom. Show how to use a vacuum cleaner and what the different attachments are for. Also, show how to use a dust mop if the pupils do not have vacuum cleaners in their homes. Write experience chart. Read orally. Seatwork: Duplicate chart for scrapbook. Have pupils make a House Cleaning Dictionary: find or draw pictures of all items and products used in cleaning the house. Arrange in alphabetical order and label. Vocabulary: vacuum cleaner, dust mop, dust pan, Endust, Pledge, throw rugs.	Home ec. room or classroom. Soft rags Dust mop Dust pan Vacuum cleaner Endust, Pledge Chart paper Ditto Master copy to duplicate experience chart. Newsprint Old magazines crayons scissors, paste	(Picture of a living-room) <u>How To Clean the Living Room, Dining Room and Bedroom</u>. Straighten up the rooms and put everything away. Dust the furniture with a soft rag. You can use Endust or Pledge. Clean the rug and the floor with a vacuum cleaner. If you don't have one, use a dust mop and

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
			sweep the dirt into a dust pan. Take throw rugs outside and shake them good.
(2) keeping house clean, cont.	Review and re-read experience charts about cleaning house. Let pupils tell about work they're doing at home. On bulletin board, put up strip about house cleaning.	Experience chart Bulletin board Sentence strip	Sentence Strip for Bulletin Board Clean the house very good once a week.
5. To develop good health habits d. Appropriate dress (1) For different weather conditions	On large flannelboard or bulletin board display a series of pictures showing a cold snowy day, a rainy day, a hot summer day, a windy spring day; also show various items of clothing such as boots, winter coats, head scarf, umbrella, summer shorts, etc. Have pupils decide which clothing is appropriate for each weather picture; attach strong or yarn from the clothing pictures to the weather pictures. Discuss that wearing the right clothes is an important health rule; not dressing warm enough, not wearing boots, etc., will often cause us to get sick. Stress also that the pupils are getting old enough to be responsible for choosing the right kinds of clothes to wear in different kinds of weather. Read book, <u>True Book of Health</u>. Write experience chart. Read orally. On bulletin board put up health rule. Wear the right kinds of clothes for different kinds of weather. Seatwork: Duplicate chart for scrapbook. Look in catalogues to find the price of the items of clothing displayed on flannel board. Write name of item and cost.	Flannel board or bulletin board Series of pictures cut from magazines Colored string or yarn Bulletin board Sentence strip Chart paper Ditto Master copy to duplicate experience chart Clothing catalogues <u>True Book of Health</u>, by Olive V. Haynes, Children's Press, Chicago, Ill.: 1954.	(Picture of a child wearing a winter coat.) We should wear different kinds of clothes for different kinds of weather. In the morning we can listen to the weather forecast so we'll know what to wear to school. Our mothers don't have to tell us to wear our boots or heavy coats. We're old enough to know for ourselves.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	Make chapter 5 page - Rules about Clothes. Vocabulary: weather forecast, boots, scarf, winter coat, gloves, jacket, rain hat, umbrella, shorts, sunsuit, etc.		
5. Good health habits - continued e. Prevention of illnesses	On chalkboard sketch a picture of a cartoon character with a bad cold - red, sore nose, watery eyes, etc. Tell children this is Sad Sam who doesn't know what this word means - write the word Prevention on board. See if pupils can sound out word, develop meaning - keeping something from happening. Discuss how to prevent colds and other sickness. The most important prevention is following good health rules - review bulletin board and read experience charts. Then discuss going to the doctor for shots for polio, tetanus, smallpox, measles, diptheria and how these help prevent illness Read pp. 126-131 in Come Rain, Come Shine. Write experience chart. Seatwork: Copy experience chart and draw a picture of Sad Sam to illustrate the story. Vocabulary: prevention, polio, tetanus, smallpox, measles, diphtheria.	Chalkboard Colored chalk Come Rain, Come Shine, by Brownell, et al. Chart paper Paper and pencils crayons	Prevention The word prevention means keeping something from happening. If we follow good health rules, we can keep from getting sick. The doctor can give us shots to help us from getting very sick.
5. Good health habits - continued e. Care of illnesses	Read experience chart about prevention of illnesses. Discuss that sometimes people get sick even if they do follow good prevention rules. Dramatize how to care for someone who is sick with a cold or flu. Bring out that the person should stay in bed, not come to school to expose others, how to take a temperature and the danger of a high fever. Discuss going to the doctor	Experience Chart Thermometers Empty prescription bottles with labels showing directions for dosage	(Picture showing a person who is sick in bed) If We Get Sick When we're sick we should stay home in bed and not expose other people. Our temperature is usually 98 degrees.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	when very ill, with a high temperature; following directions carefully for taking aspirin or other unprescribed drugs only when parents say to. Practice taking temperatures and reading thermometers. Write experience chart. Seatwork: Duplicate chart for scrapbook. On chalkboard make examples of labels found on prescription bottles, e.g., Take 1 capsule every five hours. Two teaspoons with every meal. Children are to copy labels and write down the time each medicine should be taken throughout the day. Make a chapter page - chapter 6 - Rules about prevention and care of sickness. Vocabulary: expose, temperature, degrees, fever, thermometer, prescribe, capsule.	Chart paper Ditto master copy to duplicate chart. Chalkboard Paper and pencils	If it gets above 100 degrees we should go to the doctor. If he gives us medicine, we should read the label and take it as it says. We shouldn't take aspirin and other things unless our parents tell us to.
5. To develop good safety habits in the home a. Safety precautions (1) fire (2) household poisons (3) Care with drugs (4) Prevention of falls in the home	Deputize students in class as "Safety Spys" (devise badges or identification papers, etc., if desired) and assign them to be on the look-out for safety hazards in the home. Hold frequent briefing sessions to hear reports on their findings. (Pull down the blinds, close the door, talk in subdued tones, devise secret pass-words, etc.) Bring out the following points. Prevention of fire in the home - not playing with matches or cigarettes, heating system in good condition, electric cords and wiring in good condition, care when cooking, etc. Discuss what to do if the house does catch on fire - calling fire department, discussing escape routes from the house if the main door or stairway were	Telephone Telephone directory Gummed labels to put near telephone	<u>Safety Spy Report #1</u> We checked our homes for fire safety. Agent 001 found someone playing with matches. This is bad. Agents 002 and 003 checked out the furnaces and electric cords. They need to be in good shape. The chief told us a plan to use if the house does catch fire.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	blocked. Guard against household poisons - learn to recognize products that are poison or harmful, where these should be stored so children won't get into them, using them properly. Proper precautions with medicines and drugs - keep in medicine cabinet or shelves high enough so small children can't get in them, throwing away old medicines, not taking someone else's medicine, following directions carefully for aspirin, cold remedies and other preparations. Prevention of falls in the home -- using a bathmat in the bathtub, care with throw rugs, keeping toys and other items picked up, keeping clutter off stairs, using sturdy step stool for reaching high cupboards and shelves. Read pp. 21-25 in Come Rain, Come Shine. Write a series of experience charts. Seatwork: Assign committees to draw picture records of each Safety Spy agent and his assignment - show each important point and write explanatory sentence for each picture. Duplicate experience charts for scrapbooks. Make Chapter page - Chapter 7 - Rules about Safety in the Home. Vocabulary: poison, electri wiring, drugs.	Cans of Sani-Flush, Drano, Clorox, etc. Bottles of aspirin, cold remedies and other non-prescription drugs Rubber bathmat Step stool Come Rain, Come Shine, Brownell, et al. Chart paper	Safety Spy Report #2 Agent 008 found something very dangerous under the kitchen sink. It had poison written on it. Mother uses it all the time and if used right it is a big help. But if it is swallowed, it can be deadly!! It is a can of Drano. Safety Spy Report #3 Agent 000 briefed us on the medicine cabinet. He found it was up high so no little spys could get into it. One negative report is that there was some old medicine left over from a sickness. last spring. It should be thrown away. Safety Spy Report #4 Several agents found homes where bad falls might happen. They checked off these dangers on their pocket transmitters: slippery bathtub, toys and stuff all over the floor,

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
			papers and boxes on the stairs, using chairs instead of step stools, dangerous throw rugs.
5. Good safety habits - continued b. Simple first-aid. (1) burns (2) cuts and scratches (3) bruises (4) splinters (5) animal bites (6) poisonings	Discuss how to care for minor injuries; list each treatment on experience charts. Let children dramatize and practice caring for each situation. Minor burns: Discuss prevention. Cuts and scratches: Show children how to use sterile gauze squares to help clean the wound if it is very dirty; how to make bandages with gauze squares and rolls and tape. Read pp. 51-54 in Come Rain, Come Shine. Bruises and black eyes: The ice bag will help reduce the pain and swelling. If pain continues and is severe, go to the doctor. Splinters: Stress making sure the needle is steralized. Animal bites: Stress the seriousness of rabies. Go to the doctor and let him decide what should be done, if the animal should be tested, etc. Poisonings: Stress the need for prompt action in calling the doctor. Discuss keeping a First Aid Kit in the home. Show kits which you can buy; demonstrate how to make up one and discuss what should be in them. Stress importance of keeping them handy and well-stocked. Seatwork: Have children copy each chart. Assemble in a First Aid booklet which they can take home to keep near their First Aid kit. Vocabulary: antiseptic, bandage, sterile, gauze, adhesive tape, rubbing alcohol.	Chart paper Vaseline Johnson's first aid cream Bactine Band Aids Sterile gauze squares and rolls Adhesive tape Come Rain, Come Shine, by Brownell, et al. Ice cubes; cloth Needle Rubbing alcohol Cans of household products that are poisonous First Aid Kits Suitable box Items for kit Paper and pencils	<u>Burns</u> 1. Run cold water over burn so it won't hurt so much. 2. Put Vaseline or First Aid cream on burn. 3. If burn is bad, go to the doctor right away. <u>Cuts and Scratches</u> 1. Wash your hands first. 2. Wash around cut with soap and water. 3. Put something like first aid cream or Bactine on the cut. 4. Put on a bandaid or make a bandage with gauze and tape. <u>Bruises</u> 1. Put some ice cubes in a plastic sack. 2. Wrap sack in a cloth. 3. Put on the bruise. <u>Splinters</u> 1. Wash your hands and skin around the

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
			splinter. 2. Sterilize a needle by putting it in alcohol. 3. Use needle carefully to get out splinter. 4. Put an antiseptic on it. Animal Bites 1. Wash the wound right away with lots of soap and water. 2. Put on a bandage 3. Go right to the doctor. 4. If the animal gets away, call the police. Poisoning 1. Call the doctor right away. 2. Tell him what the poison is. 3. Do just what he says. 4. Keep the can or bottle that the poison was in.
5. To develop good health and safety habits	Review health and safety concepts: read experience charts and go through scrapbook. Make a table of contents for books, number pages, assemble.		

OBJECTIVES	ACTIVITIES	MATERILS	EXPERIENCE CHART
6. To develop an understanding of the ways families have fun together. a. In the home (1) Watch TV (2) Listen to music (3) Play games (4) Work on hobbies (5) Play outdoors (6) Visiting friends or relatives (7) Taking care of pets (8) Family parties and activities b. In the community (1) Sports (2) Fairs (3) Picnics (4) Movies (5) Swimming (6) Fishing (7) Youth organizations	Hold a "brainstorming" session - ask children to think of as many things as possible for the ways families can have fun together. Write experience chart. Seatwork: Look in magazines for pictures showing the various activities families can enjoy together. Discuss pictures, put on bulletin board under correct heading - <u>At Home</u> or <u>In the Community</u>. Write appropriate sentence to put below each picture. Title bulletin board, <u>Ways Families Have Fun Together</u>. Read <u>Jerry</u> books. Vocabulary: hobbies, sports, fairs, youth organizations	Chart paper Old magazines Scissors Sentence strips Bulletin board letters <u>Jerry Goes Fishing</u>, by Florence Battle, Beckley-Cardy Co., Chicago, Ill.: 1942. <u>Jerry Goes Riding</u>, by Florence Battle, Beckley-Cardy Co., Chicago, Ill.: 1950. <u>Jerry Goes to the Circus</u>, by Florence Battle, Beckley-Cardy Co., Chicago, Ill.: 1945. <u>Jerry Goes on a Picnic</u>, by Florence Battle, Beckley-Cardy Co., Chicago, Ill.: 1952.	(Picture of a family group) <u>Fun With Our Families</u> We can do many things with our family to have fun. Some things don't cost anything. Other things do cost some money. Doing things with our family makes us feel happy.
7. To develop an understanding of the relationships between the home and the community a. Neighbors	Refer to mural made earlier by class that contains homes located on a street. Say that many streets with houses make up a <u>community</u>. Establish concept by refering to specific community in which pupils live. Discuss that many people working together make up the community. The people who live on our street and near our house are <u>neighbors</u>. Discuss how to be a		A good neighbor keeps his yard clean. He does things to help the people who live near him. If someone on his street is sick a good neighbor does not disturb him.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	a good neighbor. 1. Respect for property; don't play in yards where you are not invited. 2. Don't throw trash or leave toys on sidewalks or in yards. 3. Don't be noisy when neighbors might be sleeping or ill. 4. Run errands for busy or sick neighbors. 5. Keep your own yard and home attractive.		Vocabulary: neighbor community invited sidewalk noisy
7. To develop an understanding of the relationships between the home and the community. b. Schools (1) To learn that all the community has interest in the school. (2) To recognize that special education helps children who have difficulty learning.	We have talked about the important time we spend in our homes. Next to our homes, we spend more time in school. The schools in our community are very important to our home and family. Our mothers and fathers pay taxes to build our schools and pay our teachers. The people in the community choose (by voting) a <u>school board</u> - more neighbors from different streets - to see that the schools are good for boys and girls and that there is enough money to pay the costs. The schools help boys and girls learn the things they need to know to live good lives now and know the things they must do when they grow up and help run a community. Have students name the people in their school who help run the school and help them learn. 1. Teacher 2. Principal 3. School Nurse 4. Janitor 5. Lunchroom Workers 6. Others they may have services from such as psychologist or guidance counselor.	Colored Construction Paper Scissors Pencils	Our school has a special class for us because we are slow in learning. Our teacher helps us learn how to mind and be happy with everyone. Vocabulary: school learning

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	Discuss significance of special classes. Have various class members make for mural: School building Figures of students and school personnel Flag Pole and flag Playground equipment around school		
7. Home and Community c. Churches (1) Teaching about right ways to live and about God. (2) Different kinds of churches	Our families get help from the schools which make better people by teaching us the right way to live. What is another place in our community where we enjoy being with other people and learn right ways to live? The church is an important help for families. There are many different churches because people want to worship in different ways and believe different things. Name the different churches in your community. (Keep in mind that not all families represented by class may attend church.) Churches teach about God and help families when they are in trouble by collecting food, clothes, and money. If someone's house burns down, the people of a church might help them get clothes and food to replace those lost. Add churches to mural.	Colored construction paper Scissors Pictures of people going to church; inside of a church	Churches teach us about God and help families in trouble. People like to be together in church. Vocabulary: church together
7. Home and Community d. Social Services	We have said that churches help people when they are in trouble. Do you know that there are others in our community whose job it is to help our families when they are in trouble? Discuss: 1. Social Workers 2. Public Health Nurse 3. State Employment Office Note that these services are free and for people who cannot help themselves. Our community is showing that it is a "good neighbor" and helps people get jobs, solve their problems and become well when they		There are people in our community who help families in trouble. It is their job to help find a job. They give food and medicine to people who cannot buy it. They help people to help themselves.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	are ill. Seatwork: Copy experience chart story.		Vocabulary: social worker nurse themselves medicine
7. Home and Community e. Community Employees who help families (1) Policemen protect our families, see that laws are obeyed and help us when we are in trouble.	Read pp. 160-186 in Wilson reference. The people we have talked about help families when problems arise. There are people in our community who help to keep problems from happening as well as handling trouble when it comes. Our police and firemen help people learn how to keep safe. Read Policemen by Ina K. Dillon Invite police chief to talk to class about: 1. Traffic safety 2. Child molesters Worksheet: Instruct students to use words at top of page to fill in the blanks. Vocabulary should be completely familiar before worksheet is given.	Book: Health and You. Teacher's Guide, Chas. C. and Elizabeth A. Wilson, M.D., Bobb-Merrill Co., Indianapolis, 1965. Police Chief Pictures representing avoiding fire hazards and practicing good traffic safety. Place cutouts of fire truck and traffic patrol on mural. Display of traffic signs. Book: Policemen, by Ina K. Dillon, Melmont Publishers, Inc., 1959.	Vocabulary: policeman fireman safety strangers obey
7. Home and Community e. Community Employees who help families (2) Post Office services help us get in touch with other people.	Have class compose sample letter (experience chart) asking for permission to visit fire department. Show how letter looks in proper form, envelope addressed and stamp affixed. Discuss that we write letters to people in our own town and far away. The Post Office and workers help us by delivering the mail and sending it on trains and planes. If possible, take class to Post Office to mail letter, explain what different windows are for. Have class discuss what kinds of things we receive in mail:	stationery envelope stamp samples: letters, magazines, flyers	Dear Friends, We would like to visit you at the Fire Department. We are studying how our firemen help families and want to see how you know where a fire is. We want to know how we can make our homes safe from fire.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	friendly letters, packages, checks, bills, advertisements, magazines, etc.		Thank you. Sincerely, _____ Vocabulary: friends department study safe post office postman letter mail deliver
7. Home and Community e. Community Employees who help families. (3) Firemen help us know how to keep our homes safe from fire. (4) Garbage Collectors, street cleaners, maintenance workers help our families keep our homes free of debris and fire hazards.	Prepare students for proper behavior on field trips and remind them of questions to be covered: Fire hazards to watch for in our homes How a fire is reported and received. Seatwork: Draw a picture record of the things seen on the field trip. Discuss other maintenance workers paid by city.	Books: Firemen by Jane Hefflefinger and Elaine Hoffman; Melmont Publishers, Inc., Los Angeles, 1957. Let's Take a Trip to a Fire House by Naomi Buchheimer, G. P. Putnam's Sons, 1956.	Our Visit to the Fire Department: 1. Stay together 2. Watch where you walk. 3. Don't touch fire equipment. 4. Ask questions in turn. 5. Listen to the answers. Vocabulary: together equipment questions listen answer

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
8. Culmination of unit	Review Family and Home Study through experience charts and bulletin board display - stress review of vocabulary in discussion of unit activities.	Experience charts Bulletin Board materials Mural	

WORKSHEET FOR LESSON E

FILL IN THE BLANKS

lost stop strangers laws policeman

1. A _____ helps us cross the street.

2. We do not ride with _____.

3. If we get _____, we can ask a policeman to help us.

4. Policemen see that people obey the _____.

5. A red sign like this means _____.